# Regional Studies

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| **Grade(s):** | ☐ K<br>☐ 1<br>☐ 2<br>☐ 3<br>☐ 4<br>☐ 5 | ☐ 6<br>☐ 7<br>☐ 8 | ☐ 9<br>☑ 10<br>☐ 11<br>☐ 12<br>☐ Other _____ |
| **Discipline/Course:** | **Discipline:** Social Studies<br>**Course:** Regional Studies | | |
| **Course Title:** | Regional Studies | | |
| **Prerequisite(s):** | N/A | | |
| **Course Description:**<br>*Program of Studies* | This tenth-grade social studies course invites students to explore the rich diversity and complexity of four major world regions: Asia, Sub-Saharan Africa, the Middle East and North Africa, and Latin America. Students will delve into the interconnected themes of Geography, History and Government, Culture and Belief Systems, and Economics to develop a comprehensive understanding of each region's unique characteristics and global significance. Students will examine how geography shapes human interaction with the environment, analyze historical developments and governance structures, explore cultural traditions and belief systems, and assess economic patterns and challenges. Utilizing current events alongside primary and secondary sources, maps, case studies, and other resources, students will cultivate critical thinking skills necessary for understanding the complex global landscape of the modern world. | | |
| **Course Essential Questions:** | • How do physical and human geographic factors influence the development and identity of regions around the world?<br>• How do the legacies of historical events and political decisions shape a region's current identity, challenges, and relationships with other regions?<br>• How do culture and belief systems influence the way people live, shape their identities, and impact interactions within and between regions? | | |

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| | ● How do regional economic decisions, systems, and resources shape opportunities, inequalities, and interconnections within a modern globalized economy? | |
| **Course Enduring Understandings:** | ● Physical and cultural characteristics shape regional identity and influence social, political, and economic decisions within a society.<br>● Societies develop unique systems of governance and sovereignty that reflect their beliefs, values, and historical experiences.<br>● The uneven distribution of natural resources and economic opportunities within and between regions contributes to internal and external migration patterns, affecting regional demographics and labor markets.<br>● Contemporary issues in a region are often rooted in historical events and ongoing social, economic, and political developments, requiring critical analysis and understanding of diverse perspectives. | |
| **Duration:**<br>**Credit:** | ☐ Semester<br>☑ Full-Year | ☐ 0.5 Credit (s)<br>☑ 1.0 Credit(s)<br>☐ 1.5 Credit(s) |
| **Course Materials/Resources:** | McGraw-Hill, *World History* | |
| **FPS Course Academic Expectation(s):** | ☐ Exploring and Understanding (EU)<br>☑ Synthesizing and Evaluating (SE)<br>☑ Creating and Constructing (CC)<br>☐ Conveying Ideas (CI)<br>☑ Collaborating Strategically (CS)<br>☐ Using Communication Tools (UCT) | |
| **Year at a Glance (Units):** | **Unit 1:** Asia (~8-10 weeks)<br>**Unit 2:** Sub-Saharan Africa (~8-10 weeks)<br>**Unit 3:** The Middle East and North Africa (~8-10 weeks) | |

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| | **Unit 4:** Latin America and the Caribbean (~8-10 weeks) |

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| **Unit Number and Title:** | **Unit 1:** Asia |
| **Duration:** | ~8-10 weeks |
| **Resource(s):** | McGraw-Hill, *World History* |
| **Unit Overview:** | This unit on Asia explores the region's complex interaction of geography, history, and modern development. Students will explore Asia's diverse physical landscape, shaped by unique cultural identities, and how these forces reshaped regional sovereignty, economies, and social structures. Students will also trace the evolution of Asian political systems, from dynasties to modern governments, highlighting key reforms and revolutions. Students will understand how Asia's rapid economic growth, regional integration, and technological innovation have transformed the region into a global economic powerhouse while also presenting new challenges. |
| **Learning Goals** | |
| **Standard(s):** | *Connecticut Elementary and Secondary Social Studies Standards*<br>MW.Geo.6.a. Evaluate the impact of settlement on the environmental and cultural characteristics of the early modern world (e.g., hacienda, encomienda, Jesuit missionaries, East India Company, Ottoman Empire, unification of Japan, Indigenous genocide).<br>MW.Eco.1.a.Analyze how access to resources resulted in imperialist policies that had a range of costs and benefits for different groups (e.g., West African diamonds, Middle Eastern oil, Congolese rubber, Indian spices, Panama Canal, Manchuria).<br>MW.His.14.b. Analyze how the Industrial Revolution impacted the balance of power among nations (e.g., Opium Wars, Sino-Japanese relations prior to and post the Meiji Reformation, Crimean War, Zulu War, Mahdist War, Anglo-German naval arms race, Scramble for Africa).<br>MW.His.1.g.Evaluate how resistance movements and decolonization were shaped by post-World War II circumstances and broader historical contexts (e.g., India, Kenya, Vietnam, Korea, Algeria, Indonesia, Hungary, Germany).<br>MW.Civ.14.a. Analyze means of protecting or limiting human rights in the 20th century (e.g., Universal Declaration of Human Rights, United Nations Resolution 181, Partition of India, Dirty War in Argentina, Cultural Revolution in China, Khmer Rouge, Stolen Generations in Australia). |

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| | MW.Geo.11.a. Evaluate how economic globalization and the expanding use of scarce resources has led to conflict and cooperation within and among nations and international organizations (e.g., Role of International Monetary Fund austerity policy in Jamaica, 2003 invasion of Iraq, Annexation of Crimea, African Union, Central America-Dominican Republic Free Trade Agreement, International Group of Seven).<br>MW.Civ.5.b. Evaluate the role of various media platforms such as television, newspapers, and social media in shaping reactions to events (e.g., Vietnam War, Tiananmen Square, fall of the Berlin Wall, Arab Spring, Russo-Ukrainian War, 2016 and 2020 U.S. Presidential Elections).<br><br>*National Council for the Social Studies (NCSS) College, Career, and Civic (C3) Frameworks for Social Studies State Standards*<br>DIMENSION 1: Developing Questions and Planning Inquiry<br>M.W.Inq.3.a: Gather relevant information from multiple sources representing a wide range of views and mediums while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection of credible sources.<br>DIMENSION 2: Applying Disciplinary Concepts and Tools<br>See CT Elementary and Secondary Social Studies Standards listed above.<br>DIMENSION 3: Evaluating Sources and Using Evidence<br>MW.Inq.3.a. Gather relevant information from multiple sources representing a wide range of views and mediums while using the origin, authority, structure, context, and corroborative value to guide the selection of credible sources.<br>DIMENSION 4: Communicating Conclusions and Taking Informed Action<br>MW.Inq.4.a.Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.<br>MW.Inq.4.b Construct explanations using sound reasoning, correct sequence, relevant examples, and pertinent details to contextualize evidence and arguments (e.g., chronology, causation, procedure). |
| **Essential Question(s):** | ● How do physical and human geographic factors influence the development and identity of regions around the world?<br>● How do the legacies of historical events and political decisions shape a region's current identity, challenges, and relationships with other regions? |

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| | ● How do culture and belief systems influence the way people live, shape their identities, and impact interactions within and between regions?<br>● How do regional economic decisions, systems, and resources shape opportunities, inequalities, and interconnections within a modern globalized economy? |
| **Enduring Understanding(s):** | ● Asia's diverse physical geography has shaped settlement patterns, agricultural practices, and cultural development. The enduring influence of ancient belief systems has created distinct and interconnected identities that continue to evolve.<br>● The historical legacies of imperial rule, colonialism, and post-war reconstruction have shaped Asia's national identities and sovereignty, which have fostered both cooperation and tension among nations.<br>● Rapid modernization in Asia has transformed economies and societies through industrialization, urbanization, and technological advancements, which have created challenges in balancing tradition with innovation, managing social inequalities, and addressing environmental sustainability.<br>● Globalization in contemporary Asia has led to challenges such as environmental degradation, population density, and geopolitical tensions, which raise concerns of economic integration and the preservation of cultural identity. |
| **Learning Goal(s):**<br>*Students will know and will be able to use their learning to:*<br>(Content/ Skills) | **Content:** (Students will know…)<br><br>● that the diverse physical geography of Asia contributed to the region's unique cultural identities and historical development.<br>○ gulfs<br>○ rivers<br>○ mountain ranges<br>○ deserts<br>○ rainforests<br>○ grasslands<br>○ island chains<br>● the key elements of ancient and early belief systems that shaped early Asian societies. |

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| | ○ Hinduism<br>○ Buddhism<br>○ Confucianism<br>○ Taoism<br>○ Legalism<br>● the political, economic, and cultural impact of Western and Japanese imperialism in Asia.<br>○ Spheres of Influence<br>○ Opium War<br>○ Boxer Rebellion<br>○ Meiji Restoration<br>○ British East India Company<br>○ Sepoy Mutiny<br>○ Raj<br>● the process of decolonization in Asia.<br>○ nationalist movements<br>○ World Wars<br>○ Cold War rivalries<br>○ Indian National Congress<br>○ Muslim League<br>○ Pacific Theatre of WWII<br>○ Communist Party<br>○ Nationalist Party<br>○ Mao<br>○ Gandhi<br>● the development of Asian governments by examining the evolution of political systems.<br>○ dynastic rule<br>○ imperialistic bureaucracies<br>○ authoritarian regimes<br>○ democratic regimes<br>● the impact of globalization on Asia.<br>○ economic growth |

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| | ○ regional integration<br>○ technological innovation<br>○ Four Modernizations<br>○ Belt and Road Initiative<br>○ industrialization<br>○ ethnic tensions/conflicts<br><br>**Skills:** (Students will be able to…)<br><br>● recall key historical figures and events from imperial dynasties, resistance and decolonization movements, the Cold War era, and modern Asian history.<br>● explain the historical context that led to the development of major Asian societies, the impact of imperialism, resistance and independence movements, and political and economic reforms in Asia.<br>● apply active reading skills to Asian sources, such as government documents, speeches, revolutionary manifestos, eyewitness accounts, and contemporary news.<br>● critically assess the reliability of sources on Asian history, considering the author's point of view, purpose, and context.<br>● synthesize a variety of evidence to create a thesis, including a claim and a line of reasoning to evaluate the impact of imperialism, the Cold War, independence, or contemporary issues in Asia.<br>● identify and apply relevant and specific evidence from the unit to support a historically accurate subclaim about a development, event, or process in Asian history.<br>● generate closed and open-ended questions to guide exploration and deepen understanding of complex issues such as political systems, decolonization, human rights, and global power dynamics in Asia. |

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| **Unit Number and Title:** | **Unit 2:** Sub-Saharan Africa |
| **Duration:** | ~8-10 weeks |
| **Resource(s):** | McGraw-Hill, *World History* |
| **Unit Overview:** | This unit explores Sub-Saharan Africa's diverse geography, which profoundly shaped its development. Early African civilizations established sophisticated trade networks across the Sahara, exchanging gold, salt, and other goods with North Africa and beyond. Students will analyze how the continent's abundant natural resources, including gold, diamonds, and oil, have been both a blessing and a curse, fueling economic growth but also attracting colonial exploitation. European imperialism in the 19th century disrupted traditional African societies and trade patterns. The legacy of colonialism continues to impact modern African nations, influencing borders and contributing to political and economic challenges. Today, despite ongoing challenges, many African countries are experiencing economic growth and technological innovation, demonstrating the continent's resilience and potential for future development. |
| **Learning Goals** | |
| **Standard(s):** | *Connecticut Elementary and Secondary Social Studies Standards*<br>MW.Eco.1.a. Analyze how access to resources resulted in imperialist policies that had a range of costs and benefits for different groups (e.g., West African diamonds, Middle Eastern oil, Congolese rubber, Indian spices, Panama Canal, Manchuria).<br>MW.Geo.11.a. Evaluate how economic globalization and the expanding use of scarce resources has led to conflict and cooperation within and among nations and international organizations.<br>MW.Civ.12.a. Investigate how different groups have struggled to gain freedom, equality, and social justice at the national and international levels (e.g., Nelson Mandela, Ho Chi Minh, Kwame Nkrumah, Indian National Congress).<br>MW.Eco.5.a. Describe how the Atlantic system affected global trade through cultural diffusion and competition (e.g., de-emphasis of Silk Road, extraction of natural resources, growth of transatlantic slave trade, colonization of the Americas).<br>MW.Geo.8.a. Evaluate how the growth of the global economy has led to changes in settlement patterns (e.g., urbanization, resource scarcity, immigration, emigration, war, industrial waste). |

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| | MW.His.8.a. Analyze how current interpretations of cultural exchange of the early modern world are limited by the availability of sources and the perspectives represented (e.g., accounts by Gomes de Zurara, Conquistadors, Ogier Ghiselin de Busbecq, Francisco de Almeida, Bartolomé de las Casas, Francis Xavier).<br><br>*National Council for the Social Studies (NCSS) College, Career, and Civic (C3) Frameworks for Social Studies State Standards*<br>DIMENSION 1: Developing Questions and Planning Inquiry<br>MW.Inq.1.c: Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.<br>DIMENSION 2: Applying Disciplinary Concepts and Tools<br>See CT Elementary and Secondary Social Studies Standards listed above.<br>DIMENSION 3: Evaluating Sources and Using Evidence<br>M.W.Inq.3.a: Gather relevant information from multiple sources representing a wide range of views and mediums while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection of credible sources.<br>DIMENSION 4: Communicating Conclusions and Taking Informed Action<br>MW.Inq.4.a.Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.<br>MW.Inq.4.b Construct explanations using sound reasoning, correct sequence, relevant examples, and pertinent details to contextualize evidence and arguments (e.g., chronology, causation, procedure). |
| **Essential Question(s):** | ● How do physical and human geographic factors influence the development and identity of regions around the world?<br>● How do the legacies of historical events and political decisions shape a region's current identity, challenges, and relationships with other regions?<br>● How do culture and belief systems influence the way people live, shape their identities, and impact interactions within and between regions?<br>● How do regional economic decisions, systems, and resources shape opportunities, inequalities, and interconnections within a modern globalized economy? |

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| **Enduring Understanding(s):** | ● Africa's diverse geography, cultures, and histories challenge common misconceptions and stereotypes about the continent, emphasizing its complexity and richness.<br>● African civilizations have made significant contributions to global trade, technology, and culture throughout history, from ancient empires to modern innovations.<br>● The legacy of colonialism and the struggle for independence have profoundly shaped modern African nations, influencing their political, economic, and social structures.<br>● Contemporary Africa faces both significant challenges and remarkable opportunities relating to governance, resource management, and technology. |
| **Learning Goal(s):**<br>*Students will know and will be able to use their learning to:*<br>(Content/ Skills) | **Content:** (Students will know…)<br><br>● the key geographic features of the African continent and how Africa's diverse geography and resources shaped its development.<br>○ gulfs<br>○ rivers<br>○ mountain ranges<br>○ deserts<br>○ rainforests<br>○ grasslands<br>● how early African civilizations developed unique technologies, diverse and complex societies, and extensive trade networks that shaped the continent's history.<br>○ Mali<br>○ Ghana<br>○ introduction of Islam<br>○ trans-Saharan trade<br>● the role of African nations in global trade networks.<br>○ Trans-Atlantic Slave Trade<br>● the struggles and achievements of African resistance to European colonization and the effects of imperialism on African societies.<br>○ Ethiopia- resistance, Menelik II |

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| | ○ Kenya- Settler Colony<br>○ Ghana-Indirect Rule<br>○ Congo-King Leopold II<br>● the process of decolonization in Africa.<br>○ nationalist movements<br>○ Negritude movement<br>○ the World Wars<br>○ Cold War rivalries<br>○ Kenya<br>○ Ghana<br>○ Algeria<br>○ Congo<br>● the legacy of imperialism contributed to the political, social, and economic challenges of developing stable, independent nations in Africa.<br>○ Post-colonial borders<br>○ Berlin Conference<br>○ creation of South Sudan<br>○ Apartheid<br>● the influences shaping modern African development.<br>○ domestic priorities<br>○ regional cooperation<br>○ global power dynamics<br>○ Pan Africanism<br>○ The United Nations<br>● ongoing challenges and notable successes in present-day Africa.<br>○ Ethnic conflict and humanitarian crises<br>○ low literacy rate<br>○ health infrastructure<br>○ democratization<br>○ technological growth<br>○ entrepreneurship |

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| | **Skills:** (Students will be able to…)<br><br>● recall key historical figures and events from early African civilizations, the era of trans-Saharan and trans-Atlantic trade, colonization and resistance, independence movements, and modern African history.<br>● explain the historical context that led to the development of major African societies, the impact of global trade networks, colonization, independence movements, and postcolonial reforms in Africa.<br>● apply active reading skills to African sources, such as oral histories, travelers' accounts, colonial records, independence speeches, and contemporary news.<br>● critically assess the reliability of sources on African history, considering the author's point of view, purpose, and context.<br>● synthesize a variety of evidence to create a thesis, including a claim and a line of reasoning, to evaluate the impact of trade, colonization, independence, or contemporary issues in Africa.<br>● identify and apply relevant and specific evidence from the unit to support a historically accurate subclaim about a development, event, or process in African history.<br>● generate closed and open-ended questions to guide exploration and deepen understanding of complex issues such as migration, social inequality, resistance, and political change in Africa. |

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| **Unit Number and Title:** | **Unit 3:** The Middle East & North Africa |
| **Duration:** | ~8-10 weeks |
| **Resources:** | McGraw-Hill, *World History* |
| **Unit Overview:** | This unit explores the complex physical and cultural landscapes of the Middle East and North Africa, examining how geography, religion, and traditions have shaped the region's identity. Students will analyze the historical and modern struggles over sovereignty, including the impact of colonial borders and ongoing conflicts. Students will also investigate efforts toward modernization, such as economic reforms and social change, while considering how these efforts coexist with deeply rooted cultural values. Through the study of contemporary issues like resource scarcity, political instability, and global interconnectedness, students will gain a deeper understanding of the region's challenges and its influence on the world. By engaging with diverse perspectives, students will develop critical thinking skills and a more nuanced appreciation for this pivotal region. |
| **Learning Goals** | |
| **Standard(s):** | *Connecticut Elementary and Secondary Social Studies Standards*<br>MW.Eco.1.a. Analyze how access to resources resulted in imperialist policies that had a range of costs and benefits for different groups (e.g., West African diamonds, Middle Eastern oil, Congolese rubber, Indian spices, Panama Canal, Manchuria).<br>MW.Civ.12.a. Investigate how different groups have struggled to gain freedom, equality, and social justice at the national and international levels (e.g., Nelson Mandela, Ho Chi Minh, Kwame Nkrumah, Indian National Congress).<br>MW.Civ.3.a. Analyze the impact of treaties and laws on the maintenance of national and international order in the 20th century (e.g., Apartheid, European Economic Community, Camp David Accords, Sino-American Mutual Defense Treaty, Strategic Arms Reduction Treaty, Latin American Integration Association).<br>MW.Civ.14.a. Analyze means of protecting or limiting human rights in the 20th century (e.g., Universal Declaration of Human Rights, United Nations Resolution 181, Partition of India, Dirty War in Argentina, Cultural Revolution in China, Khmer Rouge, Stolen Generations in Australia). |

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| | MW.Geo.11.a. Evaluate how economic globalization and the expanding use of scarce resources has led to conflict and cooperation within and among nations and international organizations (e.g., Role of International Monetary Fund austerity policy in Jamaica, 2003 invasion of Iraq, Annexation of Crimea, African Union, Central America-Dominican Republic Free Trade Agreement, International Group of Seven).<br>MW.Eco.14.a. Evaluate the effectiveness of the international organizations in sustaining or undermining global cooperation (e.g., League of Nations, United Nations, Organization of the Petroleum Exporting Countries, North Atlantic Treaty Organization, European Union, Asia-Pacific Economic Cooperation, International Court of Justice, Community of Latin American and Caribbean States).<br><br>*National Council for the Social Studies (NCSS) College, Career, and Civic (C3) Frameworks for Social Studies State Standards*<br>DIMENSION 1: Developing Questions and Planning Inquiry<br>MW.Inq.1.c: determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.<br>DIMENSION 2: Applying Disciplinary Concepts and Tools<br>See CT Elementary and Secondary Social Studies Standards listed above.<br>DIMENSION 3: Evaluating Sources and Using Evidence<br>M.W.Inq.3.a: Gather relevant information from multiple sources representing a wide range of views and mediums while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection of credible sources.<br>M.W.Inq3.c. Refine claims and counterclaims by pointing out strengths and limitations of arguments and explanations (e.g., precision, significance, knowledge conveyed).<br>DIMENSION 4: Communicating Conclusions and Taking Informed Action<br>MW.Inq.4.a.Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.<br>MW.Inq.4.b Construct explanations using sound reasoning, correct sequence, relevant examples, and pertinent details to contextualize evidence and arguments (e.g., chronology, causation, procedure). |

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| | MW.Inq.4.d. Present arguments and explanations that feature evocative ideas and multiple perspectives about Modern World History topics to reach a range of audiences and venues outside the classroom using print, oral, and digital technologies. |
| **Essential Question(s):** | ● How do physical and human geographic factors influence the development and identity of regions around the world?<br>● How do the legacies of historical events and political decisions shape a region's current identity, challenges, and relationships with other regions?<br>● How do culture and belief systems influence the way people live, shape their identities, and impact interactions within and between regions?<br>● How do regional economic decisions, systems, and resources shape opportunities, inequalities, and interconnections within a modern globalized economy? |
| **Enduring Understanding(s):** | ● Students will understand that the Middle East's physical geography has significantly influenced its cultural identity, shaping diverse traditions, languages, and religious practices while fostering both unity and regional distinctions.<br>● Students will understand that the concept of sovereignty in the Middle East has been shaped by historical colonial legacies, internal conflicts, and external interventions, resulting in complex state systems and contested borders that continue to influence regional stability and governance.<br>● Students will understand that modernization in the Middle East is a dynamic process involving economic diversification, social reforms, and technological advancements, which coexist with debates over preserving cultural traditions and addressing resistance to change.<br>● Students will understand that contemporary issues in the Middle East, such as resource conflicts, political instability, and global integration efforts, are interconnected with historical legacies and require multifaceted approaches to achieve sustainable solutions. |
| **Learning Goal(s):**<br>*Students will know and will be able to use their learning to:*<br>(Content/ Skills) | **Content:** (Students will know…)<br><br>● that the geography of the Middle East and North Africa has shaped the development of civilizations and cultural practices.<br>○ gulfs<br>○ rivers |

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| | ○ mountain ranges<br>○ Deserts<br>○ grasslands<br>● the diverse cultural and religious practices of the region.<br>○ Christianity<br>○ Islam<br>○ Judaism<br>● that ethnic and religious diversity in the region has influenced social structures and political systems within individual nations.<br>○ Arabs<br>○ Jews<br>○ Christians<br>○ Kurds<br>○ Persians<br>○ Sunni and Shia Muslims<br>○ Turks<br>● how external powers have historically influenced the political systems of the Middle East and North Africa.<br>○ colonization<br>○ military intervention<br>○ economic interests<br>○ British and French Mandates<br>○ Cold War conflicts<br>○ oil politics<br>● that globalization has brought both opportunities and challenges to the Middle East and North Africa as nations integrate into the global economy.<br>○ trade networks<br>○ cultural tensions<br>○ resource curse<br>● The challenges facing the Middle East and North Africa today.<br>○ political instability |

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| | ○ ethnic conflict<br>○ political violence<br>○ protest movements<br>○ terrorism<br><br>**Skills:** (Students will be able to…)<br><br>● recall key historical figures and events from early civilizations, the rise and spread of major religions, colonial and mandate periods, independence movements, and modern Middle Eastern history.<br>● explain the historical context that led to the development of major civilizations, religious traditions, colonial rule, independence movements, and contemporary reforms in the Middle East and North Africa.<br>● apply active reading skills to sources from the Middle East, such as religious texts, travelers' accounts, colonial records, political speeches, and contemporary news.<br>● critically assess the reliability of sources on Middle Eastern history, considering the author's purpose, purpose, and historical context.<br>● synthesize a variety of evidence to create a thesis including a claim and a line of reasoning to evaluate the impact of colonization, religious diversity, or contemporary challenges in the Middle East and North Africa.<br>● identify and apply relevant and specific evidence from the unit to support a historically accurate subclaim about a development, event, or process in Middle Eastern history.<br>● generate closed and open-ended questions to guide exploration and deepen understanding of complex issues such as ethnic and religious diversity, political instability, climate change, migration, and globalization in the Middle East and North Africa. |

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| **Unit Number and Title:** | **Unit 4**: Latin America and the Caribbean |
| **Duration:** | ~8-10 weeks |
| **Resource(s):** | McGraw-Hill, *World History* |
| **Unit Overview:** | This unit examines the historical forces that have shaped Latin America and the Caribbean's identity, society, and modern challenges. Students will explore how geography and diverse civilizations, including Pre-Columbian societies, Iberians, and Africans, converged through contact and conquest, resulting in new cultural and social identities. The unit then investigates the colonial era, analyzing systems of land, labor, and racial hierarchy, and the independence movements that reshaped sovereignty and society. Students will explore the post-independence struggles between liberals, conservatives, and positivists to modernize and stabilize their nations. Finally, the unit turns to contemporary issues, examining paths of revolution, reform, and development while addressing ongoing challenges such as poverty, racial justice, and cultural identity in an evolving global context. |
| **Learning Goals** | |
| **Standard(s):** | *Connecticut Elementary and Secondary Social Studies Standards*<br>MW.His.8.a. Analyze how current interpretations of cultural exchange of the early modern world are limited by the availability of sources and the perspectives represented (e.g., accounts by Gomes de Zurara, Conquistadors, Ogier Ghiselin de Busbecq, Francisco de Almeida, Bartolomé de las Casas, Francis Xavier).<br>MW.Geo.6.a. Evaluate the impact of settlement on the environmental and cultural characteristics of the early modern world (e.g., hacienda, encomienda, Jesuit missionaries, East India Company, Ottoman Empire, unification of Japan, Indigenous genocide).<br>MW.Eco.5.a. Describe how the Atlantic system affected global trade through cultural diffusion and competition (e.g., de-emphasis of Silk Road, extraction of natural resources, growth of transatlantic slave trade, colonization of the Americas).<br>MW.His.2.a. Analyze how the diffusion of Enlightenment ideas influenced revolutions (e.g., United States, France, Haiti, Venezuela). |

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| | MW.His.5.a. Analyze how industrialization gave rise to new ideals and their related policies (e.g., laissez-faire, communism, feminism, socialism, utilitarianism, utopianism).<br>MW.Civ.14.a. Analyze means of protecting or limiting human rights in the 20th century (e.g., Universal Declaration of Human Rights, United Nations Resolution 181, Partition of India, Dirty War in Argentina, Cultural Revolution in China, Khmer Rouge, Stolen Generations in Australia).<br>MW.Civ.14.b. Analyze historical and contemporary examples of the formation, dissolution or restructuring of governments (e.g., Soviet Union, Israel, Republic of Iran, Zaire, Cuban Revolution, Sandinista National Liberation Front).<br>MW.Eco.15.a. Explain how free-trade alliances and agreements have affected economic growth in different nations in the late 20th century and 21st century (e.g., standard of living, e-commerce, intellectual property, outsourcing, multinational organizations).<br><br>*National Council for the Social Studies (NCSS) College, Career, and Civic (C3) Frameworks for Social Studies State Standards*<br>DIMENSION 1: Developing Questions and Planning Inquiry<br>MW.Inq.1.c: determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.<br>DIMENSION 2: Applying Disciplinary Concepts and Tools<br>See CT Elementary and Secondary Social Studies Standards listed above.<br>DIMENSION 3: Evaluating Sources and Using Evidence<br>M.W.Inq.3.a: Gather relevant information from multiple sources representing a wide range of views and mediums while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection of credible sources.<br>DIMENSION 4: Communicating Conclusions and Taking Informed Action<br>MW.Inq.4.b Construct explanations using sound reasoning, correct sequence, relevant examples, and pertinent details to contextualize evidence and arguments (e.g., chronology, causation, procedure)<br>MW.Inq.4.d. Present arguments and explanations that feature evocative ideas and multiple perspectives about Modern World History topics to reach a range of audiences and venues outside the classroom using print, oral, and digital technologies. |

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| **Essential Question(s):** | ● How do physical and human geographic factors influence the development and identity of regions around the world?<br>● How do the legacies of historical events and political decisions shape a region's current identity, challenges, and relationships with other regions?<br>● How do culture and belief systems influence the way people live, shape their identities, and impact interactions within and between regions?<br>● How do regional economic decisions, systems, and resources shape opportunities, inequalities, and interconnections within a modern globalized economy? |
| **Enduring Understanding(s):** | ● Latin America's diverse landscapes and rich cultures have Indigenous, European, and African roots that have shaped the region's unique identities, languages, religions, and traditions.<br>● Latin America's concept of sovereignty has been influenced by the legacies of colonialism, the intersection of land and labor, and economic dependencies. Efforts to assert national sovereignty throughout the region have often involved struggles over race, culture, class, and autonomy.<br>● Efforts to modernize the region often brought economic growth alongside both social inequality and political repression. The move towards stronger central governments often led to the oppression of marginalized groups, particularly Indigenous peoples.<br>● Latin America's modern era reflects a mix of revolutionary movements, efforts aimed at democratic reform, and persistent social and economic inequalities. Balancing progress with sustainability has been a key goal as challenges surrounding poverty, corruption, and identity continue to impact the region. |
| **Learning Goal(s):**<br>*Students will know and will be able to use their learning to:*<br>(Content/ Skills) | **Content:** (Students will know…)<br><br>● the diverse geographical features and regions of Latin America and their influences on settlement and development patterns.<br>○ gulfs<br>○ rivers<br>○ mountain ranges<br>○ deserts<br>○ rainforests<br>○ grasslands |

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| | ○ island chains<br>● the characteristics and achievements of major pre-Columbian indigenous civilizations and societies in Latin America.<br>○ Maya<br>○ Aztec<br>○ Inca<br>○ Taíno<br>○ Amazonian<br>○ Mapuche<br>● the impacts of Iberian and African influences on Latin American culture and society, including the processes and consequences of European contact and conquest.<br>○ *encomienda*<br>○ the New Laws of the Indies<br>○ *mestizaje*<br>○ *el sistema de castas*<br>○ *Blanqueamiento*<br>○ the Slave Trade<br>● the causes, key events, and outcomes of the independence movements in Latin America.<br>○ creole discontent<br>○ mass rebellion<br>○ the Haitian Revolution<br>● the various paths of political and economic development taken by Latin American countries in the 19th and 20th centuries.<br>○ liberalism<br>○ conservatism<br>○ capitalism<br>○ socialism<br>● the causes and consequences of revolutionary movements and reform efforts in 20th and 21st-century Latin America.<br>○ Mexican Revolution<br>○ Cuban Revolution |

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| | ○ Chile's Popular Unity Government<br>○ guerrilla warfare<br>● the contemporary challenges and issues facing Latin America, including poverty, inequality, social progress, and questions of race, culture, and identity.<br>○ migration<br>○ indigenous rights<br>○ femicide<br>○ organized crime<br>○ free trade agreements<br><br>**Skills:** (Students will be able to…)<br><br>● recall key historical figures and events from pre-Columbian civilizations, the colonial era, independence movements, and modern Latin American history.<br>● explain the historical context that led to the development of major indigenous societies, European conquest, independence movements, and modern reforms in Latin America.<br>● apply active reading skills to Latin American sources, such as indigenous accounts, colonial records, revolutionary manifestos, and contemporary news.<br>● critically assess the reliability of sources on Latin American history, considering the author's purpose, purpose, and historical context.<br>● synthesize a variety of evidence to create a thesis, including a claim and a line of reasoning to evaluate the impact of colonization, independence, or contemporary issues in Latin America.<br>● identify and apply relevant and specific evidence from the unit to support a historically accurate subclaim about a development, event, or process in Latin American history.<br>● generate closed and open-ended questions to guide exploration and deepen understanding of complex issues such as migration, social inequality, indigenous rights, and political change in Latin America. |